CPS LANGUAGE ARTS (6-12)
MATHEMATICS (9-12)
CURRICULUM

Presented to the Board of Education on June 11, 2012

The Common Core State Standards: A Brief Overview

"The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce."



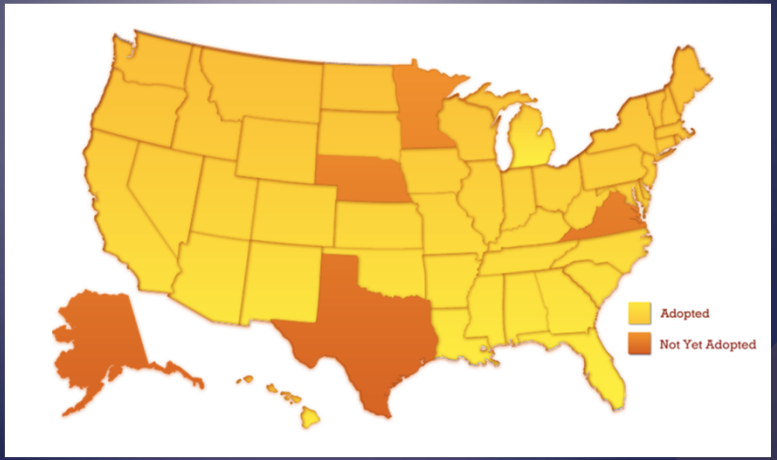
The Common Core State Standards: A Brief Overview

- Research from NAEP, College Board, various scholarly articles, and educational frameworks from high-performing international countries were used as a foundation for the CCSS.
- The CCSS drafting process began in 2009, and the final version was available for adoption in June 2010.
- Drafting was done by teachers, administrators, college professors, minority student advocates, and international education consultants.
- Once drafted, the CCSS were open to public comment, and received more than 10,000 remarks nationally, which helped to shape their final version.

COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

The Common Core State Standards: A Lasting Legacy

- Adopted by 45 of 50 states
- National education grant funding is tied to CCSS implementation
- All state assessments must be aligned with CCSS by 14-15; tests are being designed by two national consortiums: SMARTER Balanced and PARCC.
- Missouri will use SMARTER Balanced assessments to replace the MAP in grades 3-8 as well as an End of High School college entrance exam



http://www.corestandards.org/

COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

The Common Core State Standards: College and Career Readiness Anchors



The CCSS prioritizes those objectives that are essential to student success in life due to:

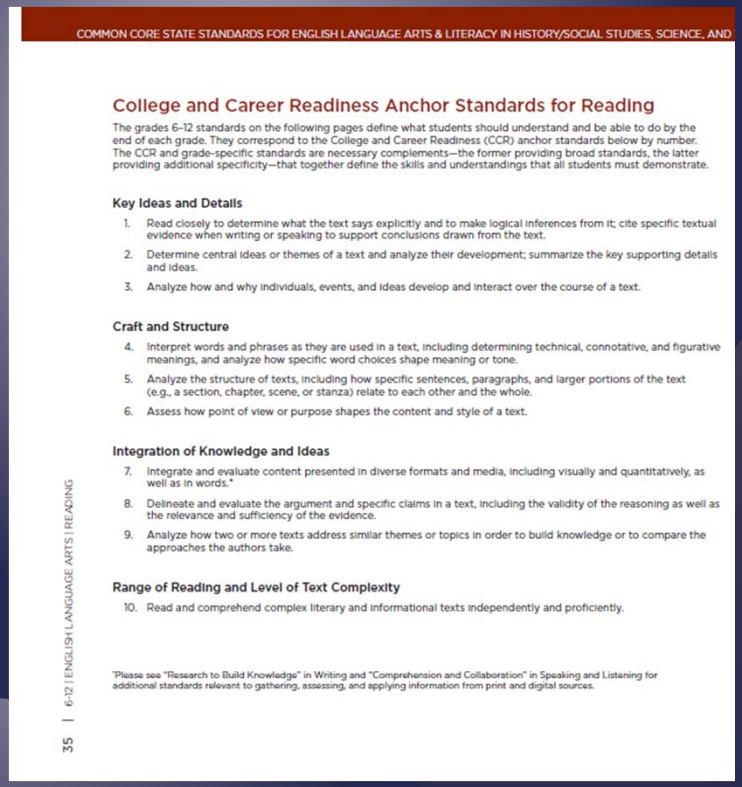
- Endurance (long-lasting importance)
- Leverage (cross-content application)
- Readiness (preparatory of future tasks)

CPS LANGUAGE ARTS (6-12) CURRICULUM

The Common Core State Standards: English Language Arts

The CCSS are divided into 6-10 standards for each of the four following major strands in ELA:

- Reading Literature/Informational Texts
- Writing (& Research)
- Speaking & Listening
- Language (Grammar & Vocabulary)



COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

35 | 6-12 | ENGLISH LANGUAGE ARTS | READING

The Common Core State Standards: Vertical Alignment Example

- RL.K.1. With prompting and support, ask and answer questions about key details in the text.
- RL.1.1. Ask and answer questions about key details in the text.
- RL.2.1. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in the text.
- RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

The Common Core State Standards: Vertical Alignment Example

- RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

The Common Core State Standards: Vertical Alignment Example

- RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain

The Common Core State Standards: Major ELA Shifts

1. Vertical Alignment (K-12) of common standards across grade levels
2. Tight Focus on College and Career Readiness
3. Added emphasis on Reading Nonfiction + Informational Texts and push for Content Area Literacy
4. Added emphasis on Argumentative + Expository Writing
5. Added emphasis on Oral Communication
6. Added emphasis on Technology and Media Literacy
7. Increased Text Complexity at each Grade Level

COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

COLUMBIA
PUBLIC
SCHOOLS

CPS Language Arts Course Progression

6TH	GENRE STUDY	Ex: Fiction + Argumentative Writing
7TH	GENRE STUDY	Ex: Nonfiction + Informational Writing
8TH	GENRE STUDY	Ex: Drama/Poetry + Narrative Writing
9TH	CIVIC LITERACY	Thematically-Aligned to SS: Government
10TH	WORLD LITERACY	Thematically-Aligned to SS: World History
11TH	AMERICAN LITERACY	Thematically-Aligned to SS: US History
12TH	ELECTIVES	ENG Electives - Ex: African-American Literature/Composition, AP Literature/Composition
		LA Electives - Ex: Debate, Newspaper, Reading Enrichment, Creative Writing

CPS MATHEMATICS (9-12)
CURRICULUM

MATH STANDARDS

Two sets of Standards for :

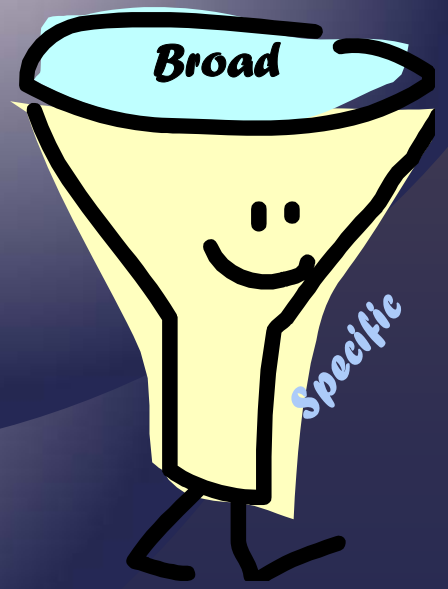
1. **Mathematical Content**
2. **Mathematical Practice- process standards**

MATHEMATICAL CONTENT STANDARDS

Domain
large groups of related standards; connects topics and content between and among grade levels

Clusters
smaller sets of related standards within the domains, tells the primary idea

Course Spcific Standards (Objectives)
describe what students should know and be able to do for that cluster heading, domain and grade level



MATHEMATICAL PROCESS STANDARDS

1. *Make sense of problems and persevere in solving them*
2. *Reason abstractly and quantitatively*
3. *Construct viable arguments and critique the reasoning of others*
4. *Model with mathematics*
5. *Use appropriate tools strategically*
6. *Attend to precision*
7. *Look for and make use of structure*
8. *Look for and express regularity in repeated reasoning*

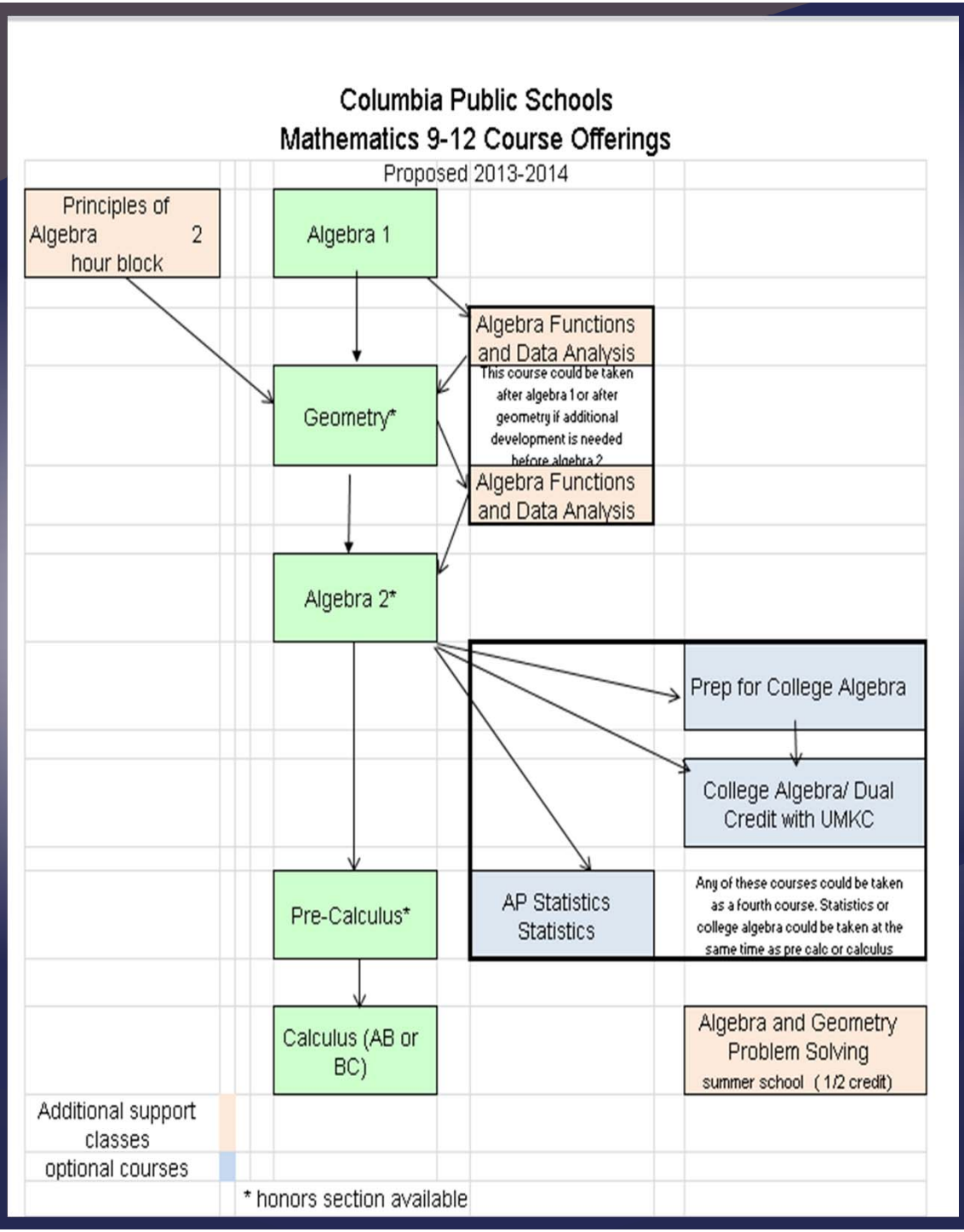
NOTATIONS WITHIN MATH STANDARDS

+ Students should learn this standard in order to successfully take advanced mathematics courses

★ Modeling is best interpreted not as a collection of isolated topics but rather in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol (★)

The Common Core State Standards: Major Math Emphases

- The high school standards call on students to *practice applying mathematical ways of thinking to real world issues and challenges*; they prepare students to think and reason mathematically.
- The high school standards set a *rigorous definition of college and career readiness,* by helping students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do.
- The high school standards *emphasize mathematical modeling,* the use of mathematics and statistics to analyze empirical situations, understand them better, and improve decisions.


Columbia Public Schools
Mathematics 9-12 Course Offerings
Proposed 2013-2014
Principles of Algebra 2 hour block
Algebra 1
Algebra Functions and Data Analysis
This course could be taken after algebra 1 or after geometry if additional development is needed before algebra 2
Geometry*
Algebra Functions and Data Analysis
Algebra 2*
Prep for College Algebra
College Algebra/ Dual Credit with UMKC
Pre-Calculus*
AP Statistics
Statistics
Any of these courses could be taken as a fourth course. Statistics or college algebra could be taken at the same time as pre calc or calculus
Calculus (AB or BC)
Algebra and Geometry Problem Solving
summer school (1/2 credit)
Additional support classes
optional courses
* honors section available

CPS LANGUAGE ARTS (6-12)
MATHEMATICS (9-12)
CURRICULUM IMPLEMENTATION

CURRICULUM IMPLEMENTATION

1. Professional Development as a part of Secondary Reorganization
2. Development of Curriculum Guides (Consensus Maps, Model Lessons, Text Selection Guidelines)
3. Selection of Instructional Materials
4. Development of Common Interim District Assessments aligned to the Common Core Standards
5. Teacher Collaboration within Professional Learning Communities

